

**Wilmington University
College of Education
Course Syllabus**

Course Number: ECE 217

Course Title: Family, Community, and School Partnerships

Office Hours/Method of Contact:

Course Description:

This course emphasizes the importance of families in the education of young children through relevant strategies that acknowledge the structure and development of the family. The relationship of the family to educational programming and other service delivery systems is studied and techniques for building partnerships are explored.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	0

College Education Program Attributes

The

Specialized Professional Association Standards – [NAEYC Initial and Advanced Early Childhood Professional Preparation Programs](#)

Technology Standards – [International Society for Technology Education](#)

[Wilmington University Undergraduate Graduation Competencies](#)

Course Objectives
<p>Standard 1: Promoting Child Development</p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</p>
<p>Standard 2: Building Family and Community Relationships</p> <p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>

Standard 6: Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical

Learning Outcome 2 – Building Family and Community Relationships (NAEYC 2a, 2b, 2c)

The candidate is able to recognize and understand the diversity of families and community characteristics (2a).

The candidate understands the importance of working with families and communities for healthy development and learning in young children (2b).

The candidate is able to engage with families and communities in order to create a learning environment that promotes health and safety (2c).

Learning Outcome 3 – Becoming a Professional (NAEYC 6a, 6b, 6c, 6d, 6e)

The candidate identifies with and gets involved with the early childhood field (6a)

The candidate knows about and upholds ethical standards and other early childhood professional guidelines (6b)

The candidate engages in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c).

The candidate integrates knowledgeable, reflective, and critical perspectives on early education (6d)

The candidate engages in informed advocacy for young children and the early childhood Profession (6e)

Structured External Assignment

Throughout your course, you have been working to complete your own case study analysis of a family and their unique educational needs for their young learner. For the Structured External Assignment for this course, you will complete a 3 part reflection that builds on the work you have done with this family, and offers strategic reflection to put this family in a context of their community and allow you to show your ability to advocate for developmentally appropriate practice for their learner and fully engage with the larger professional society of Early Childhood professionals.

Section 1 – Building Family and Community Relationships

-Description of the community in which the family resides. Conduct research on www.censusreporter.org on the demographics of the town in which the family resides. Please include

- Town name
- Demographic data
- Population
- Median age
- Median household income
- Percent of individuals below poverty line
- Median Home Value
- Home Ownership Rate
- Educational attainment

Element	Proficiency-Level Performance Indicators			
	Novice	Emerging	Proficient (Target)	Advanced Performance

Candidates

access a limited amount of information about young children's characteristics and needs from birth-age 8.

discuss the development and learning of young children from birth-age 8.

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NAEYC 1
CEC 1,5
CEC-ECSE 5
CAEP 1
DPAS II 1,2

development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

				diverse cultural and linguistic contexts have on child development.	current research. These areas will include diverse cultural and linguistic contexts, children's close relationships with peers and adults, economic conditions, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristic
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Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and

NAEYC 2
CEC
CEC-ECSE
CAEP
DPAS II 4

Candidates

attempt to identify the diverse family and community

empower families, and
to involve all families in
their children's
development and
learning.

fact that successful
early childhood
education depends
upon reciprocal and
respectful
partnerships with
families and
communities and
that these
partnerships hael

Resources

Textbooks/Manuals

Berger, E.H. & Riojas-Cortez, M.R. (2016). *Parents as partners in education: Families and schools working together (8th ed.)*. Pearson.

The Head Start Parent, Family, and Community Engagement Framework.

Articles

Phillips, T.M. (2012). The influence of family structure vs. family climate on adolescent well-being. *Child Adolescent Social Work Journal, 29*, 103-110.

Mistry, R.S. et al. (2010). Family and social risk, and parental investments during the early childhood years as predictors of low-income children's school readiness outcomes. *Early Childhood Research Quarterly, 25*, 432-449.

Fraser, A.S. (1989). The changing American family: Dramatic changes in the shape of U.S. families have left us with old policies in a world of new realities. *Caring for Families, 13*.

Little, P.M. (1998). Family resource centers: Where school readiness happens. *Early Childhood Digests, October*. Retrieved from: <http://www.hfrp.org/early-childhood-education/publications-resources/family-resource-centers-where-school-readiness-happens>

Tisch, R., Dohse, D., & Sibley, L. (2005). Young children of substance users: The case for alcohol and other drug education, *The Source: Newsletter of the National Abandoned Infants Assistance Resource Center, 14* (1).

Harvard Family Research Project (2006). Family involvement in early childhood education. *Family Involvement Makes a Difference, 1*.

NAEYC for Families: <http://families.naeyc.org/>

Family Development Theory: <https://parenteducation.unt.edu/online-learning/family-development-theory>

Outlines of child study online book:
<https://archive.org/stream/outlinesofchids00chil#page/230/mode/2up>

Child Welfare Information Gateway:
<https://www.childwelfare.gov/topics/preventing/promoting/child-wellbeing/>

Because I am a Girl YouTube: <https://www.youtube.com/user/BecauselamaGirlCAN>

UNICEF Child Protection from violence, exploitation and abuse:
http://www.unicef.org/protection/57929_58015.html#Ghana

Delaware Stars for Early Success: eAN

TED Talk – Every kid needs a champion:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

State of Delaware – Department of Services for Children, Youth, and their Families:

http://kids.delaware.gov/fs/fs_iseethesigns.shtml

Delaware Early Learning Guidelines: <http://www.doe.k12.de.us/Page/587>

Spotlight on Poverty – Delaware: <http://www.spotlightonpoverty.org/map-detail.aspx?state=Delaware>

State of Delaware – Division of Social Services: <http://www.dhss.delaware.gov/dss/tanf.html>

Teacher Voices Worksheet:

http://www.tolerance.org/sites/default/files/documents/tt_voices.pdf